

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Received</b>  <b>2015 AUG 20 AM 10:08</b>  <b>Document Control Center</b>  <b>Grants Administration</b>  <b>Texas Education Agency</b> </div>
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>		<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
Rosebud-Lott ISD		073-905	Middle School 041	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>US Congressional District #</b>	<b>DUNS #</b>	
1-741672405	12	31	013143540	
<b>Mailing address</b>			<b>City</b>	<b>State</b> <b>ZIP Code</b>
P. O. Box 638			Rosebud	TX   76570

**Primary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Charmaine	J	Knight	Curriculum Specialist/DCSI
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
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**Secondary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Shanna	A	Howell	Project Manager
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
254-583-7967	showell@rlisd.org		254-583-1152

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Don		Hancock	Superintendent
Telephone #	Email address		FAX #
254-583-4510	dhancock@rlisd.org		254-583-4469
Signature (blue ink preferred)			Date signed

*Don H Hancock, Ed.D.*  
Only the legally responsible party may sign this application.

August 19, 2015

701-15-107-011

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.               <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--                   <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable</li> </ol> </li> </ol> </li> </ol>

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across classrooms.

- iii. Are designed and developed with teacher and principal involvement;
  - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
  - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
  - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Deliver comprehensive instructional reform strategies.
    - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  3. Increase learning time and creating community-oriented schools.
    - (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
    - (B) Provide ongoing mechanisms for family and community engagement.
  4. Providing operational flexibility and sustained support.
    - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. In doing so, the LEA/campus will implement the following:

8.
  1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
  2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.
  3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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- degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
  - (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
  - (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
  - (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
  - (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
  - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
  - (A) School leadership
  - (B) Teaching and learning in at least one full academic content area
  - (C) Non-academic supports for students
  - (D) Family and community engagement

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	<ol style="list-style-type: none"> <li>Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> <li>significant improvement in academic achievement</li> <li>success in closing achievement gaps either within a school or relative to other public schools</li> <li>High school graduation rates</li> <li>No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>closure model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>Rural LEA applicant</b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> <li>The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by: <ol style="list-style-type: none"> <li>A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>Evidence supporting the efficacy of the whole-school model selected is based on an implementation</li> </ol>

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Rosebud-Lott Middle School is one of four campuses in a consolidated district that serves several rural communities. Rosebud-Lott Middle school is unique in that it is one of the few schools in our area that has the potential to provide students with a high-quality education through an experienced veteran staff, multiple opportunities to integrate technology into learning, and access to a smaller, more individualized instructional environment. Rosebud-Lott Middle School has adopted the district mission statement which reads, "Rosebud-Lott ISD believes that all children can learn, and our mission is to create a supportive learning environment that nurtures self-esteem and physical well-being, while enabling students to reach their fullest academic and social potential. The district accepts the responsibility for preparing students to be productive citizens and lifelong learners in a changing world." This statement sums up the direction in which all middle school stakeholders intend to move. Rosebud-Lott Middle School was once designated as a campus in need of improvement. We are proud to say that we no longer carry that label; however, RLMS understands that each year is new; and each group of students is different, which is why we intend to continue to add and improve upon the processes and procedures that will allow our campus to become one of the best schools in the state. With that mission in mind, Rosebud-Lott Middle School continually analyzes multiple sources of data in an effort to respond accurately and efficiently to areas of need. For instance, our data reveal that Rosebud-Lott Middle School's at-risk and economically disadvantaged populations are in need of academic support particularly in the areas of reading, writing, and mathematics. Although, our school met standard, according to the 2015 accountability reports, the majority of our students who make up the aforementioned populations are failing to meet standard or make progress in disproportionately large numbers. Considering, the at-risk and economically disadvantaged students make up the majority of the student population, neglecting to meet the needs of these students would be detrimental to the success of our school and, more importantly, a huge disservice to those students. Rosebud-Lott Middle School is applying for this grant so that we may transform our school into a learning environment that meets the needs of all student populations. Our district knows full-well how easy it is for a campus to slip into a "did not meet standard" rating as well as how difficult it is to work our way out without the proper training and supports in place. Therefore, we know that we can't rest on the laurels of our past success and need to continually improve the way we do business at the middle school campus. With the aide of this grant, Rosebud-Lott will offer several solutions. We will improve our instructional program through the constant monitoring of teacher lesson plans and assessment data to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement. Staff members will be trained in all components of our RTI model. We will hire instructional coaches to provide additional support to teachers and administrators to implement strategies to support our low-performing students. We will continue to train personnel to utilize technology to broaden our instructional program. With this technology, opportunities for continued learning for both teachers and students will be made available. RLMS also plans to establish smaller learning communities so that teachers and interventionists can more effectively address areas of academic need. Last, academic progress will be monitored through a data wall that will give educators information to drive instruction. Rosebud-Lott Middle School does not intend to stop there.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

None of these interventions will be effective if the educators involved are not offered the proper training and support. Therefore, we intend to use grant funds to train staff so that we can create practices that are sustainable from year to year, despite the absence of extra funding in the future. Rosebud-Lott Middle school plans to institute collaborative professional development approaches such as instructional rounds as a system for measuring the effectiveness instructional practices, while offering teachers opportunities for continuous growth. The service center will also be invited to take a more active roll in providing on-going professional development opportunities that utilize a more hands-on approach rather than the traditional "sit-and-get" means of instructional delivery. In addition, current teachers and all new-hires will participate in a new evaluation system that takes in account student growth as a way to obtain valuable feedback for teacher improvement. Rosebud-Lott Middle School further understands that teacher and student improvement will not occur without the support of a well-trained administrative team. Therefore, our campus will offer leadership training that will impact campus improvement from the top-down to work in tandem with our other improvement efforts. Rosebud-Lott Middle School will set high expectations for all targeted areas of improvement i.e. student achievement, instruction, professional development, leadership, external services, and parental and community involvement. Each of these initiatives will be monitored through a continuous process of data collection and analysis. The middle school staff and administrative team will set SMART goals that are aligned with high expectations for improvement. For instance, our campus expects to improve the academic achievement of our at-risk and economically disadvantaged students to a passing rate of 70% on the 2016 STAAR assessment in all core areas by the first administration. With these high standards, RLMS will offer an instructional program in which parents and community members will strive to have their children involved. Through utilizing a highly resourceful improvement team made up of the campus principal, project manager, teacher leaders, and counselor, Rosebud-Lott Middle School will create organizational structures that require will little funding after their initial inception. The team plans to do this through employing and improving upon our existing support systems like: our data monitoring systems, technology resources, PLC meetings, and existing highly qualified staff. Grant funds will be used to hire new staff members as well as train all new staff members in the processes and procedures necessary to implement all the previously mentioned interventions. Our intention is to create an instructional program that will result in increased enrollment so that the district can continue to employ the individuals who will no doubt make these efforts a success. This success, of course, will be measured through predetermined milestones that will help our campus navigate through the improvement efforts. RLMS will gage student progress, teacher improvement, quality leadership, as well as service provider effectiveness by setting attainable goals that will be measured by 60-day lesson plan reviews, six weeks grades and assessments, "Get-It-Together" student and parent conferences, weekly PLC documentation, semester exams and projects, district benchmark data, and of course, STAAR results. Using multiple sources of data will allow Rosebud-Lott Middle School to function with a high level of operational flexibility. Through utilizing multiple sources of data, RLMS is able to identify potential barriers to academic success and accurately determine effective solutions that involve all stakeholders despite any external variables that are often beyond our sphere of influence. This type of flexibility makes us more responsive to the needs of our campus, which will result in clearer lines of communication to all stakeholders. It is this last area in which Rosebud-Lott Middle School intends to focus its improvement efforts. For too long, our campus has failed to establish and sustain clear lines of communication with our parents and community members. We realize they are an integral part of any improvement effort. With the guidance of TCDSS and the improvement team, Rosebud-Lott Middle School will participate in the training, hiring of personnel, and improvement activities that will result in transparent and sustainable lines of communication to all stakeholders. In the end, Rosebud-Lott Middle School will create an academic environment in which teachers work collaboratively to continually improve instruction, leadership team members become a valuable resource for sustainable improvement efforts, parents and community members help drive positive change efforts, and students participate in a safe, responsive, high-quality learning environment that will last well into the future.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 073-905 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$258,876	\$0	\$0	\$345,276	\$0	\$345,276	\$	\$345,276	\$	\$345,276	\$	\$1,639,980
#8-Professional and Contracted Services	6200	\$20,300	\$0	\$0	\$50,300	\$	\$50,300	\$	\$50,300	\$	\$50,300	\$	\$221,500
#9-Supplies and Materials	6300	\$0	\$0	\$0	\$17,500	\$	\$17,500	\$	\$17,500	\$	\$17,500	\$	\$70,000
#10-Other Operating Costs	6400	\$8,000	\$0	\$0	\$8,000	\$	\$8,000	\$	\$8,000	\$	\$8,000	\$	\$40,000
#11-Capital Outlay	6600/ 15XX		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$0
Consolidate Administrative Funds <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
4.5% indirect costs (see note):		N/A		N/A	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):		\$287,176	\$	\$	\$421,076	\$	\$421,076	\$	\$421,076	\$	\$421,076	\$	\$1,971,480

Administrative Cost Calculation

Enter the total grant amount requested:

Percentage limit on administrative costs established for the program (5%):

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16

2015-2020 Texas Title I Priority Schools, Cycle 4

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre- Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	5		\$222,000	\$	\$222,000	\$222,000	\$222,000	\$222,000	\$1,110,000
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Project Manager	1		\$0	\$	\$55,000	\$55,000	\$55,000	\$55,000	\$220,000
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Parent Liaison		1	\$15,000	\$	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Counselor		1	\$0	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$237,000	\$	\$317,000	\$317,000	\$317,000	\$317,000	\$1,505,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$2,700	\$	\$2,700	\$2,700	\$2,700	\$2,700	\$13,500
15 6119 Professional staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
17 6140 Employee benefits			\$19,176	\$	\$25,576	\$25,576	\$25,576	\$25,576	\$121,480
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$21,876	\$	\$28,276	\$28,276	\$28,276	\$28,276	\$134,980
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$258,876	\$	\$345,276	\$345,276	\$345,276	\$345,276	\$1,639,980

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$
Specify purpose:								
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$
Specify purpose:								
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

**Professional Services, Contracted Services, or Subgrants**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	RTI Training	<input type="checkbox"/>	\$500	\$	\$500	\$500	\$500	\$500	\$2,500
2	Technology Training	<input type="checkbox"/>	\$0	\$	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
3	On-Site Training for Student Virtual Learning	<input type="checkbox"/>	\$0	\$	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
4	Data Disaggregation Training	<input type="checkbox"/>	\$500	\$	\$500	\$500	\$500	\$500	\$2,500
5	Instructional Rounds Training	<input type="checkbox"/>	\$0	\$	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6	Professional Development (Instruction)	<input type="checkbox"/>	\$2,400	\$	\$2,400	\$2,400	\$2,400	\$2,400	\$12,000
7	Leadership Training	<input type="checkbox"/>	\$10,000	\$	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
8	PLC Training	<input type="checkbox"/>	\$2,400	\$	\$2,400	\$2,400	\$2,400	\$2,400	\$12,000
9	Data Management Training	<input type="checkbox"/>	\$0	\$	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
10	Behavior Intervention Model	<input type="checkbox"/>	\$4,500	\$	\$4,500	\$4,500	\$4,500	\$4,500	\$22,500
11	Community Involvement Training	<input type="checkbox"/>	\$0	\$	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services requiring specific approval:		\$0	\$	\$0	\$0	\$0	\$0	\$0
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$20,300	\$	\$50,300	\$50,300	\$50,300	\$50,300	\$221,500
(Sum of lines a, b, and c) Grand total			\$20,300	\$	\$50,300	\$50,300	\$50,300	\$50,300	\$221,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)											
County-District Number or Vendor ID: 073-905										Amendment number (for amendments only):	
Expense Item Description											
Technology Hardware—Not Capitalized											
#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1			\$							
	2			\$							
	3			\$							
	4			\$							
	5			\$							
6399	Technology software—Not capitalized										
6399	Supplies and materials associated with advisory council or committee										
	Subtotal supplies and materials requiring specific approval:										
	Remaining 6300—Supplies and materials that do not require specific approval:										
	Grand total:										
					\$0	\$	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000
					\$	\$	\$	\$	\$	\$	\$
					\$	\$	\$	\$	\$	\$	\$
					\$	\$	\$	\$	\$	\$	\$
					\$	\$	\$	\$	\$	\$	\$
					\$0	\$	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 1 Pre- Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419); Includes registration fees Specify purpose: Leadership Training	\$2,000	\$	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,000	\$	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
Grand total:		\$8,000	\$	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000

n-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX	Library Books and Media (capitalized and controlled by library)	N/A	N/A	\$	\$	\$	\$	\$	\$	\$
1										
66XX/15XX	Technology hardware, capitalized									
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Technology software, capitalized									
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Equipment, furniture, or vehicles									
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:			\$	\$	\$	\$	\$	\$	\$	\$

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 073-905		Amendment # (for amendments only):	
<b>Part 1: Student Demographics- Data.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	84		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	6	7.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	32	38.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	43	51.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	55	65.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	3	3.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	37		Rosebud-Lott Middle School Discipline Log
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	22		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	4		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		98%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	15	100%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	58	83%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the Texas Education Agency 2015 Accountability Summary report, Rosebud-Lott Middle School met standard in all four indices: Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. However, according to the 2014-2025 STAAR data, Rosebud-Lott Middle School is still experiencing poor academic performance in two key sub-populations: At-Risk students and Economically Disadvantaged students.

In the 2014-15 school year Rosebud-Lott Middle School had 87 students. Of those 87 students 43% were identified as At-Risk and 46% were identified as Economically Disadvantaged. The 7<sup>th</sup> grade class consisted of a population of 44% labeled At-Risk and 64% labeled Economically disadvantaged. The 8<sup>th</sup> grade consisted of a population of 42% labeled At-Risk and 31% labeled Economically Disadvantaged.

These demographics are important considering the failure rates within these populations on both the 2014 and 2015 STAAR reading and math assessments were the highest compared with the other subpopulations.

In 2014, 73% 8<sup>th</sup> grade At-Risk students and 77% of Economically Disadvantaged students achieved satisfactory performance on the second administration of the STAAR reading assessment. In 2015, 80% 8<sup>th</sup> grade At-Risk students and 73% of Economically Disadvantaged students achieved satisfactory performance on the second administration of the STAAR reading assessment. However, the first administration yielded passing rates of 57% and 40% respectively. The data from the 2014 STAAR math assessment showed that the 8<sup>th</sup> grade At-Risk population achieved a 39% passing rate and the Economically Disadvantaged population achieved a 30% passing rate after the second administration of that test. There is no final math data for the 2015 STAAR Math assessment. However, after constructing a Bell curve using the students' scale scores these populations continue to yields similar results.

In 2014, 70% 7<sup>th</sup> grade At-Risk students and 85% of Economically Disadvantaged students achieved satisfactory performance on the STAAR reading assessment. In 2015, 47% 7<sup>th</sup> grade At-Risk students and 64% of Economically Disadvantaged students achieved satisfactory performance on the STAAR reading assessment. The data from the 2014 STAAR math assessment showed that the 7<sup>th</sup> grade At-Risk population achieved a 30% passing rate and the Economically Disadvantaged population achieved a 38% passing rate on that test. Once again, there is no final math data for the 2015 STAAR Math assessment; but a Bell curve using the students' scale scores these populations produced similar results. The data from the 2014 STAAR writing assessment reveal that the 7<sup>th</sup> grade At-Risk population achieved a 40% passing rate and the Economically Disadvantaged population achieved a 50% passing rate. In 2015, these populations received a 29% and 64% passing rate respectively.

Despite Rosebud-Lott's overall successes according to the Texas Education Agency 2015 Accountability Summary report our at-risk and economically disadvantaged students are not receiving the more individualized instruction they need to be successful. Additionally, after the loss of key staff members over the last two years, our achievement scores in both math and reading are beginning to backslide. This trend speaks to the need of establishing systems of sustainability in an effort to continuously raise academic achievement.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	9.2		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	7.2	78.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1	10.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	10.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	.1	1.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	.3	4.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	6.8	94.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1	13.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	.8	11%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	1.9	26.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	3.2	44.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	.3	4.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	33,000		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	33,983		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	36,471		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	46,035		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	46,197		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	Rosebud-Lott ISD Personnel Files
Staff with Bachelor's degree as highest level attained	8	73%	Rosebud-Lott ISD Personnel Files
Staff with Master's degree as highest level attained	2	18%	Rosebud-Lott ISD Personnel Files
Staff with Doctoral degree as highest level attained	1	9%	Rosebud-Lott ISD Personnel Files

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the 2013-2014 school year, the middle school's total academic staff consisted of 7.2 teachers. The campus only employed 6 full-time middle school academic teachers and 1 shared Algebra I teacher who taught a single section of middle school algebra.

The 2015-2016 school year shows similar demographics. During this school year, our athletic staff was comprised of shared coaches who taught both middle school and high school athletics or PE as well as shared elective teachers i.e. art, band, Spanish, and agriculture. This sharing of teachers often hinders academic initiatives that require the time of individuals who may be otherwise engaged with another campus.

Rosebud-Lott Middle School's administrative staff is also comprised of staff members who share duties at other campuses. The principal, counselor, and the administrative assistant serve both the middle and high school campuses. These administrators receive help from the curriculum director and the project manager; but, again, their duties also extend to multiple campuses.

Rosebud-Lott Middle School teachers have an average of 13.1 years of teaching experience compared to the state average of 11.2. Consequently, when a teacher decides to leave the campus, it is often difficult to find a replacement with such a high level of experience. We have a turnover rate of one teacher per academic year. This turnover rate greatly impacts the middle school campus considering it employs only six full-time academic teachers. Upon losing a staff member, Rosebud-Lott Middle School must retrain the new hire in all of the academic, progress monitoring, and professional development activities that take place on our campus. Each time this happens, student scores invariably suffer a decline in the recently vacated academic area.

Rosebud-Lott's small staff size also limits the teachers' ability to improve their craft considering they are still effectively working in isolation. We have established professional learning communities and are exploring options of extending those communities to schools outside our own to help combat this limitation.

Fortunately, our staff members are able to identify with the high number of at-risk and economically disadvantaged students because the majority of their educational career has been in Title I schools.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								40	42					82

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								6	6					12

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In evaluating our model of continuous improvement and systematic school reform, Rosebud-Lott Middle School assessed the various needs of its campus. The time line for the key strategies used to conduct the data analysis and needs assessment was: coordinate a team (August 3), generate problem statements based on preliminary data and observations (August 4), determine the purpose of our needs assessment so we could pull relevant data (August 5), gather data on student performance that specifically targeted our at-risk and economically disadvantaged students (August 6-10), analyze the data to generate possible interventions (August 10), and complete a root cause analysis to focus interventions and suggest service providers (August 11). The team members involved in the planning process are: the superintendent, the campus principal, the Curriculum Director, the former TTIPS Project Manager, and a Teacher Leader. These team members met daily beginning August 3<sup>rd</sup> and ending August 11<sup>th</sup>, to generate the problem statement, collect, disaggregate, and discuss data in an effort to determine the greatest areas of student need, possible interventions, prospective service providers, ways to monitor the effectiveness of our proposed strategies, and finally determine a root cause on which to focus our efforts. The first step in our needs assessment was to consider our 2014-2015 STAAR data. After analyzing the reports from the previous academic year, we discovered that almost half of Rosebud-Lott ISD's middle school students are labeled at-risk for academic failure. According to the 2015 STAAR results, the students who made up the at-risk population in both the 7<sup>th</sup> and 8<sup>th</sup> grade had the highest instances of unsatisfactory performance on the reading section of the STAAR test after the first administration. Only 47% of at-risk 7<sup>th</sup> graders and 57% of at-risk 8<sup>th</sup> graders passed the first administration of the 2015 STAAR Reading assessment. Additionally, only 29% of 7<sup>th</sup> grade at-risk students passed the 2015 STAAR Writing assessment. Because the state changed the mathematics standards that year, there is no data on this population's performance on the 2015 STAAR Math assessment. However, when our campus team constructed a Bell curve containing the middle school student's math scores on this assessment, similar trends were found. Therefore, poor performance on state assessments in this subpopulation is devastating toward the accountability ratings of our small district. In fact, the at-risk 7<sup>th</sup> grade students alone accounted for almost one quarter of Rosebud-Lott Middle School's failure rates for the entire 7<sup>th</sup> grade population on the 2015 STAAR Reading assessment. Because of the high-failure rate within this subgroup, strategic interventions must be coordinated to address academic weaknesses in reading. The second largest demographic at the middle school campus is the economically disadvantaged population. The economically disadvantaged population, although larger, did not account for as many academic failures as did the at-risk population. However, many of the interventions proposed will address this group of students considering the large number of individual students who are found in both subpopulations. In an effort to determine a cause for this poor performance diagnostic data from the failing at-risk students' STAR Reading and STAR Math was compared to the state assessment results. Both sets of data reveal multiple weaknesses that can only be addressed in a more individualized RTI approach. In addition to academic data, the needs assessment team examined the RLMS 2014 snapshot report compiled by the SIRC team to look for non-academic areas that may have affected student performance. According to this data, our campus is in need of more effective progress monitoring with a rigorous curriculum and a need to more effectively communicate with our stakeholders. Therefore, our team has selected the transformation model with LEA rural flexibility so that we can retain our current principal who has led our campus in positive academic and school climate changes, and will continue to work with the middle school staff to put sustainable systems in place that increase student achievement, promote leadership succession, and more deeply involve parents and community members in improving our school.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

☒ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The transformation model with the Rural LEA flexibility modification is the best model for Rosebud-Lott ISD. This model calls for the redesign of the current leadership structure so that the teachers take more active leadership roles on the campus, which helps sustain campus improvement initiatives if the principal was to leave the district. The rural flexibility modification allows RLMS to retain a principal who has helped our campus achieve a level of academic success not seen in over six years. This model also requires us to change the way in which we evaluate our teachers. Rosebud-Lott is coming to realize that the classroom teacher is the heart of academic success, and our teachers need to begin improving their own practices to foster student growth. In fact, this model, along with our new evaluation system, requires that student growth be taken in account when measuring the effectiveness of a classroom teacher. This level of accountability will allow RLMS to provide quality professional development that will truly impact student learning. The transformation model also enables RLMS to provide financial incentives to encourage our teachers to work toward increased student achievement and to improve themselves as educators and campus leaders. Because of our remote location, Rosebud-Lott Middle School finds it difficult to extend time for learning opportunities, especially for the students who need it most. With this model, RLMS will have the ability to put systems in place that will provide us with new training in conjunction with existing resources to offer extended learning opportunities outside of the regular school day. The RLMS staff will also benefit from this model because it offers multiple training and collaborative opportunities that will be sustainable after the initial funds are gone. The transformation model has options for developing and increasing teacher and school leader effectiveness through leadership training opportunities on and off campus. It also requires comprehensive instructional reform strategies that must be monitored, which increases their implementation and effectiveness. Finally, this model helps create a community-oriented school with operational flexibility in its scheduling and over-all learning environment through sustained support.

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## Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rosebud-Lott Middle School has yet to complete a formal needs assessment. We plan, however, to survey stakeholders including parents and community members in an effort to obtain feedback about possible areas of improvement for our school. In writing this grant, input was gathered from previous data taken from our TTIPS snapshot survey. This report surveyed parents, teachers, and students about various aspects of our school.

According to the 2014 snapshot data, both the students and the middle school staff indicated that community and school involvement is limited. Parents are supportive of athletic events, but many do not attend other school functions in significant numbers. Parent contacts are sporadic. Electronic messages are utilized on occasion, but most teacher contact is left to the initiative of an individual teacher. The middle school utilizes communication strategies like newsletters and information handouts, but these communications are also few in number.

The snapshot data also reveals that teachers, students, and parents acknowledge and appreciate the principal's efforts to improve the campus climate. As a small campus frequent communication among teachers and the principal is possible. However, the authors of this snapshot report caution that, "The informal nature of communication on campus must be balanced with procedures and processes to ensure that instructional progress is planned and intentional." Therefore, a focus on high-impact instructional practices to increase student engagement, content rigor, and effective questioning strategies need to be in place to impact student learning.

Finally, ensuring that students feel safe in their learning environment can be addressed by implementing programs that promote positive behaviors such as anti-bullying programs.

The study concludes that 'significant instructional improvement can be achieved by planning and consistently monitoring these practices and installing communication structures.'

Based on this data, Rosebud-Lott Middle School has chosen the transformational model with the rural modification. The transformation model will help our campus develop and increase leadership effectiveness through continuous progress monitoring and communication activities. This model also calls for the implementation of comprehensive instructional strategies that will address our need for more rigorous questioning and content delivery. Creating a community-oriented school is another benefit of the grant model we have chosen. According to the parents surveyed in the aforementioned snapshot report, Rosebud-Lott must build its capacity to communicate with our stakeholders more frequently and effectively. Last, this model supports our school's efforts in providing operational flexibility and sustained support through efforts like student and teacher progress monitoring, instructional rounds, campus-wide positive behavioral supports, and leadership training.

In an effort to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis, Rosebud-Lott Middle school will hire a parent liaison to serve as the primary contact for the majority of communications with parents and community members concerning grant activities.

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## Schedule #14—Management Plan

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI)(required)	liaison to the campus in the school improvement process, key member of the district leadership team responsible for overseeing district-level accountability and conducting performance-based monitoring interventions	Master's Degree or higher, at least 10 years of teaching or public school administrative experience
2.	Project Manager	plans, executes and closes all projects related to the implementation of this grant	Bachelor's Degree or higher, at least 10 years of teaching or public school administrative experience
3.	Counselor	establishes programs and develops activities and resources to implement and evaluate the program, involves other school staff in making decisions about the school counseling program to meet the developmental, preventive, and remedial needs of students	Certified counselor, at least 3 years teaching experience, experience at the secondary level preferred
4.	Parent Liaison	primary contact for the majority of communications with parents and community members concerning grant projects and initiatives	High school diploma/ college experience preferred, experience working with the public
5.	Behavioral Facilitator	provides positive behavioral interventions and direct instruction to students who experience difficulty functioning in the classroom setting	Bachelor's Degree or higher, at least 10 years of teaching or public school administrative experience, administrator or counseling experience preferred
6.	Math/Science Interventionist	provides direct instruction to students identified as eligible for math services in individual, and/or small group settings	Valid teaching certificate or retired teacher status, experience in secondary math instruction
7.	Reading/Social Studies Interventionist	provides direct instruction to students identified as eligible for math services in individual, and/or small group settings	Valid teaching certificate or retired teacher status, experience in secondary reading instruction
8.	Reading/Writing Instructional Coach	as a colleague with teachers to support student learning and teacher practice with a focus on individual and group professional learning that will expand and refine the understanding about researched-based effective instruction for teachers	Valid teaching certificate, minimum of 5 years successful classroom teaching in secondary ELA experience preferred, Bachelor's degree or higher
9.	Math Instructional Coach	as a colleague with teachers to support student learning and teacher practice with a focus on individual and group professional learning that will expand and refine the understanding about researched-based effective instruction for teachers	Valid teaching certificate, minimum of 5 years successful classroom teaching in secondary math teaching experience preferred, Bachelor's degree or higher
10	Teacher Leaders	facilitate professional learning opportunities among staff members, lead conversations that engage peers in analyzing and using data to strengthen instruction, share instructional resources	Valid teaching certificate, employed as a teacher of Rosebud-Lott Middle School, at least 10 years teaching experience
11	Principal	shape the campus vision, improve instruction, create a climate hospitable to education, cultivate leaders, manage people, data, and processes	Master's degree in education, at least 10 years as a public school administrator

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	TASB	Texas Association of School Boards (Engage) – provide community engagement service	Experience working with middle school students in community service programs
2.	Local Service Center	Provide Reader's and Writer's workshop model with ELA teachers; provide onsite, research-based trainings with core teachers to improve best practices	Certified personnel who have experience in providing cost-effective professional development opportunities, expert assistance, and direct services to educators and school personnel
3.	School Improvement Network	Provide professional development opportunities for staff; provide digital learning opportunities for students; provide onsite training for services; provide diagnostic tools for educators	Personnel who have experience in providing cost-effective professional development opportunities, expert assistance, and direct services to educators and school personnel
4.	Google	Provide technical training and support for student devices; provide teacher workshops on incorporating technology into the classroom	Certified technical personnel who have experience in providing cost-effective professional development opportunities, expert assistance, and direct services to educators
5.	Apple	Provide technical training and support for student devices; provide teacher workshops on incorporating technology into the classroom	Certified technical personnel who have experience in providing cost-effective professional development opportunities, expert assistance, and direct services to educators
6.	Vantage Learning	Provide access to their writing program and teacher training to increase student achievement in the area of writing	Experience working with middle school teachers in the area of writing; certified teacher or retired teacher experience preferred
7.	Renaissance Learning	Provide diagnostic tools for reading and math; provide Accelerated Reading and Math programs; provide progress monitoring training on these programs	Experience working with middle school teachers in the area of reading and math; certified teacher or retired teacher experience preferred
8.	Texas Instruments	Provide technical training and in-class support for student devices; provide teacher workshops on incorporating technology into the classroom	Certified technical personnel who have experience in providing cost-effective professional development opportunities, expert assistance, and direct services to educators
9.	Flip Flippen Group	Capturing Kids Hearts – provide training in CKH behavioral intervention model; train the behavioral facilitator in teen leadership techniques	Experience working with middle school personnel in positive behavioral intervention programs
10.	Meadows Foundation	Provide behavior and mental health services and support for our students; train counselor and behavior facilitator in positive behavioral interventions	Experience working with middle school students in community service programs
11.	Lead4Ward	Provide data disaggregation and progress monitoring tools; provide leadership training;	Experience working with Texas public schools in educational leadership programs
12.	TCEA	Texas Computer Educators Association - provide technical training and support for teachers to effectively incorporate technology into the classroom	Certified technical personnel who have experience in providing cost-effective professional development opportunities, expert assistance, and direct services to educators

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to establish commitment and fidelity, we must secure buy-in. Leadership does not just say, "Do this;" and it gets done. The leaders on this campus will take point on the various interventions outlined in this grant application. Our leadership and administrative team will instill trust in our teachers, students, parents and community members by actively working to make these initiatives a success. Our leadership team will offer support and encouragement in the staff's efforts to improve. Teaching staff and administrative team members alike will be monitored and evaluated to ensure that improvement activities are implemented with fidelity. These continuous progress monitoring and evaluation activities must be done in a way that encourages collaboration, supportive feedback, honest reflection, goal setting, and accurate needs assessment. These activities must be transparent with the clearly defined purpose of improving student achievement; and they must include all members of the middle school campus in order to obtain the full commitment of the staff.

Another way to build commitment is to establish a community of learners. The leadership team will engage in learning activities along with the teaching staff. This will help the teaching staff and students make the connection that in order to improve the whole campus, everyone must make an effort. Closer monitoring practices need to be in place because 'what gets monitored, gets done.' Campus goals will be set together and made clear so everyone on the team knows what is expected. Rosebud-Lott Middle School intends to monitor student progress, teacher practices, leadership effectiveness, and service provider influence on student success. This heightened level of monitoring will help ensure that project initiatives are carried out with fidelity. Continuous progress monitoring makes it possible for our staff to know if we are on track in reaching our goals. It also allows us to discuss and modify our goals as a team because everyone is an essential part of the evaluation process.

To create sustainability in our interventions, Rosebud-Lott Middle School intends to change the way we do business. We will work to keep all stakeholders informed of our needs and goals. One way to do this is through creating a district-wide calendar that will keep stakeholders informed of all the activities taking place amongst the campuses. The district website will also be used to highlight student successes on all three campuses as well as host an electronic copy of the district calendar. Both the website and the calendar will be updated monthly. We will continue to monitor the progress of our students so we can offer timely and appropriate instruction. We will monitor and support the practices of our teachers through PLCs, instructional rounds, and different models of professional development delivery to create a community of learners who strengthen each other. The administration will take a more active role in this process so that teachers who are struggling get the support they need in an effort to retain quality, veteran teachers. Through monitoring and staff development, our campus will cultivate leaders who will work to sustain the campus goals and initiatives. In this environment, the principal and administrative staff will be held at a higher standard of accountability. They will have to become leaders of learning who are well informed about all aspects of progress on the campus. In the end, when the money is gone, Rosebud-Lott Middle School will have established a culture of learning that will sustain because it will have established cost-effective, informed systems to create and retain quality teachers, foster distributive leadership, and increased levels of community involvement through communication.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The elements of this proposed project design that will significantly increase capacity and create lasting change to the campus culture and practices are our use of data processes, implementation of PLCs, employment of instructional rounds, engagement in parental involvement, and our institution of positive behavioral supports. These elements were specifically selected because they are sustainable by nature. Each of these components, when implemented correctly and with fidelity will cost the district very little to continue. However, none of these elements are currently being implemented correctly or with fidelity. Therefore, the funds from this grant will be used to train staff to create processes and systems in the aforementioned areas so that we may sustain them at little cost in the future. First, our campus will improve its data processes. Data collection and disaggregation in and of itself is cost effective. Of course, the various programs that help generate data account for the bulk of the expense in this initiative. However, it is these data programs that save educators time in compiling valid and reliable information in a format that is easy to use, which saves time. This is important to the sustainability of this effort because educators will see the value in using data to drive instruction if collecting and interpreting that data does not take away from their instructional time. When educators begin to see continuous academic gains, start working as collaborative teams, and are able to participate in meaningful professional development, data collection activities will result in a lasting change for our teachers. Second, establishing PLCs will also increase teacher capacity and result in a lasting change on our campus. Well-organized PLCs will give our teachers support and feedback about their instructional practices. Working within a PLC allows teachers a chance to reflect on their own practices. This ability to reflect on their work creates an environment in which teachers strive to improve their craft for the benefit of their students, their team, and themselves. Third, RLMS will begin utilizing instructional rounds in an effort to gain more data on how to improve pedagogical practices. Teachers participating in instructional rounds will be given an opportunity to observe a master teacher deliver instruction. Like the PLCs, this gives teachers an opportunity to share constructive feedback and reflect on how to improve their own practices. This approach will also lend to a culture of collaboration and support that will be seen by educators and students. Fourth, Rosebud-Lott Middle School will intensify its efforts in encouraging parental involvement. Once we establish effective systems of communication, we will work to maintain them so they continue. Finally, our school will be more intentional in the implementation of our behavioral support system. It has come to our attention that a small faction of our student population is missing out on some quality instruction because of behavioral issues. With a more determined approach, RLMS intends to build a student community that feels supported. Our intention is to have the students feel that they are an integral part of our campus culture. With the aide of a behavioral facilitator and a counselor, we will work with our students who are having difficulty with classroom-appropriate behaviors. We intend to cross-train staff in these intensive behavioral supports if we find that we are no longer able to fill these positions in the future.

Rosebud-Lott Middle School will still actively seek funding opportunities to provide the best education for our students. However, in the event that no additional funds are available to our district, RLMS will continue with these initiatives with the resources we do have. Our goal is to improve these aspects of our school to such a degree that we will see increased enrollment, which will help generate the funds our school needs. Ultimately, by training our staff members in data processes, PLCs, instructional rounds, parental involvement, and positive behavioral supports we will be able to sustain these efforts despite a loss of funding or staff.

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## Schedule #15—Project Evaluation

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will fund several initiatives with the impetus of improving the academic achievement of Rosebud-Lott Middle School students, especially those identified as at-risk and economically disadvantaged. The process to improve the academic achievement of these students will be through improving the quality of our teachers by creating an environment of research, inquiry, reflection, and collaboration with a recognition of the underlying academic needs of students with behavioral issues. This process will specifically include on-going data collection to monitor student progress. Data will be collected to find strengths and weaknesses in both teachers and students in an effort to offer multiple outlets for professional growth and continue to offer support throughout the learning process. The data collected must be valid and reliable information concerning the program's progression, the program's attainment of expected goals, and the program's established timelines. Both quantitative and qualitative baseline data made up of STAAR results, accountability reports, and the previous year's academic performance has been collected. Rosebud-Lott Middle School will continue to collect data prior to the implementation of the grant to add to that baseline data and form a more clear understanding of our campus's needs. Our campus will participate in an on-going examination of our data through PLCs; data wall entries; academic, diagnostic, and behavioral reports; teacher lesson plans; service provider evaluations; and classroom observations to determine program satisfaction or possible areas for modification. The middle school teachers and team leaders will attend data disaggregation training at the local service center. In summary, this process involves a continuous cycle of data analysis, needs assessment, implementation and monitoring, and improvement planning and program modification, while incorporating realistic and measurable goal setting within reasonable timelines. This on-going process of data examination is a cost-effective improvement strategy that, once the proper training and support is in place, will sustain even after the termination of the grant's financial and professional support.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a campus, educators will meet and analyze multiple sources of data to determine our students' greatest areas of need. Once those areas are identified, PLCs will be formed to establish SMART goals and generate solutions for those needs. Each week, the PLCs will make intervention decisions based on valid and reliable data that is specific to the identified areas of need. Throughout this process, student and teacher data will be monitored and program adjustments will be made. The detailed data that will be used to document participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, and academic outcome data at the activity-level per student in our RTI program, improvement of teacher and instructional quality initiative, PBIS approach, sustained leadership effort, parent and community engagement component, and service provider evaluations are as follows:

**RTI:** STAR reading and math diagnostic data; Dyslexia, speech, SPED diagnostic data; MyAccess, Dream Box, Edvocate reports, and AR reports; formative and informative assessment data; teacher observations, parent feedback, data wall information (historic grades, cumulative assessments, progress data, report cards); attendance; discipline; SPED referrals; interventionist instruction logs

**Sustained Leadership:** teacher retention reports; succession data; PLC participation sign-in sheets and data analysis logs; advancement or promotion data

**Teacher Improvement/ Quality Instruction:** lesson plans, adopted curriculum (TEKS-RS); PLC participation; virtual professional development reports; instructional round observations; teacher evaluations (T-TESS) with student growth component

**Parent/ Community Engagement:** parent surveys; Get-It-Together feedback; sign-in sheets; extra-curricular participation (sign-in sheets); volunteer sign-in sheets

**PBIS:** discipline data (principal log), counselor reports or observations; behavior facilitator reports; academic reports; parent input

**Service Provider Evaluations:** 60-day lesson plan reviews; academic data (outlined in RTI section); discipline data (outlined in PBIS section); succession data

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## Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

There are several initiatives that this grant will address. First, Rosebud-Lott Middle School will focus on improving our RTI model. Improving our RTI model will affect all of the critical success factors, but will have the greatest focus on improving academic performance, using quality data to drive instruction, and increasing learning time. The improvement of our RTI model will require quality job-embedded professional development opportunities for our teachers and newly hired support staff. Our campus plans to continue our processes for using data to drive instruction. However, we plan to become more adept at creating small learning communities that effectively target the greatest areas of student need, with particular attention toward our at-risk student population. The process for assessing the effectiveness of our RTI program and its related activities lies in our process of collecting and disaggregating data. Academic data will be collected from multiple sources like formative and informative assessments, diagnostic assessments, benchmarks, classroom grades, report card and progress report grades, and reports from the various computer aided programs utilized by our campus. The information from these sources will be plotted on a data wall. The data wall will serve to inform our teachers of what interventions are necessary to address our students' academic needs. This data will be plotted every six weeks, but PLCs will be held weekly to discuss the current data that is continually collected in this process so that students receive interventions in a timely manner. The project manager is in charge of setting the schedule by which the data is collected and reviewed. The classroom teachers, under the direction of the teacher leader, are responsible for plotting the information on the wall. The project manager is then responsible for transferring the data into a format that can be disseminated to the staff. The project manager and the campus principal are responsible for facilitating the PLC process of setting goals, establishing timelines, and monitoring progress. If during this process the principal and the project manager determine that sufficient academic gains are not being met as evidenced by the data measured against the academic goals set forth by the PLCs, the administration will go through a removal process for a service provider. Second, RLMS will focus on improving teacher quality and developing a rigorous academic program through quality instruction. To improve in this area the middle school teachers will attend training on the various academic initiatives, technologies, and current best practices through both on and off-campus with activities such as: participating in instructional rounds, collaborating in PLCs, taking part in virtual professional development tools, as well as attending workshops. To measure the progress of this approach, teachers will undergo a 60-day lesson plan review as well as take part in our new teacher evaluation system, T-TESS, which has a student performance component. The project manager will be responsible for coordinating the lesson plan reviews. The principal, curriculum director, and project manager, through these reviews and classroom observations, will document the success of particular strategies as measured against the SMART goals set in the PLCs. The strategies tied to particular providers will be scrutinized according to these goals. If during this process the principal, project manager, and curriculum director determine that sufficient academic gains are not being met as evidenced by the data measured against the PLCs' SMART goals, the administration will go through a removal process for the service provider. Third, RLMS will strengthen their use of positive behavioral supports to improve school climate. A behavioral facilitator will be hired and trained according to the district PBIS model. The principal and counselor will be responsible for overseeing the behavioral facilitator's activities. The project manager will be responsible for coordinating the training opportunities. To measure the success of this approach the principal, counselor, and the behavioral facilitator will gather discipline data and compare that data to the academic data on the middle school population. This data will be used to target students who need behavioral or academic interventions in an effort to increase instructional time for students who may have otherwise been removed from the classroom. Based on the aforementioned data, the principal will keep track of discipline infractions and use that information as a basis for retaining or replacing the behavioral facilitator. Fourth, RLMS will institute procedures to encourage sustained leadership. In an effort to do this the project manager will be responsible for coordinating and supporting leadership activities on campus. These activities will include: instructional rounds, virtual networking, leadership training, and participating in the T-TESS evaluation system. RLMS will purposefully train teachers to take on various leadership roles so that the campus can effectively continue any initiative or program in the event someone leaves the campus. Finally, RLMS will increase its parent and community engagement. RLMS will hire a parent liaison to communicate with parents and community members concerning grant projects and initiatives. The project manager and principal will set SMART goals for participation and monitor the success of this initiative through parent surveys, sign-in sheets, and Get-It-Together feedback. Ultimately, the success of all initiatives will be measured by student achievement.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The review process used to select the highest-qualified and best-fit external providers for our projects is as follows:

In order to identify a reasonably sized pool of prospective providers, our campus first gathers preliminary information through a company's or services web site; or phone calls are made to ask specific questions about a product or service. This preliminary information gathered includes: cost per student, cost for staff support and training, type and frequency of follow-up support and training, location of main and satellite offices, the company's or service's familiarity with state standards, documented successes with other schools, and research used to develop the product or service.

To assess the level of experience in delivering the work, further research is done on how long the company, service, or product has been in operation. Concerning the aspect of trainers for a product or service, our campus will inquire about the trainer's experience in working with public schools. Companies or services that utilize veteran teachers are particularly sought after.

To establish a possible provider's history of prior success, our campus will reach out to other school districts that have utilized a particular service provider. The service center is also a valuable source for gathering information on educational service providers. When visiting a provider's web site, our campus looks for posted data that speaks to the success of a program or service.

Before contracting with a service provider, a risk-assessment must take place. The first risk that we must assess as a campus is the loss of instructional time. When service providers train our staff, our campus must weigh the benefit of receiving this training against the loss of instructional time for students. Providers who offer on-campus training that occurs during a teacher's planning time or training that offers support through modeling the service or product in the classroom is preferred because there is little loss of instructional time.

The second risk is cost. Service providers who offer similar products or services must be compared by price. Our campus assess which provider can offer the best quality product or service in combination with training and support at the most reasonable cost.

The last and most important risk we must assess is that of possible failures upon implementing the product or service. Our campus understands that sometimes a product or service, no matter how stellar the reputation, may not be a good fit for our students. Before contacting a service, teachers and staff meet to discuss the unique needs of our students and community in relation to the product of service being considered. If we determine that the majority of our students will be successful with a product or service, it becomes one of our campus's possible service providers.

Once our campus has researched the background of a service provider, investigated the research used to develop it, established that the company has a valid history of success, and assessed whether or not the provider will result in student success with minimal loss of instructional time and money, the project manager confers with the principal and teachers to make a final decision. When that decision is made, the project manager facilitates the implementation of the new product or service on the campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rosebud-Lott has a rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. First, we will create a schedule for the regular review of service providers. This schedule will be in line with the 60-day lesson plan reviews. These reviews will compare student academic, behavioral, and attendance data as well as teacher academic performance data to the particular service or product that was purchased to address needs in those areas. Each 60 days our campus will measure growth in the at-risk and economically disadvantaged populations particularly in the areas of reading, writing, and mathematics in both the 7<sup>th</sup> and 8<sup>th</sup> grades. We will document growth per population and attribute that growth, or lack of, to a particular program or service that is being used. If no growth occurs within a 60 day period, the campus will require more training or additional support from the provider. If there is still no growth after 90 days, then the provider will go through the process of removal. The persons responsible for this oversight and management are as follows: The project coordinator will oversee the 60 day reviews, the instructional coaches, establish and maintain a calendar of activities, facilitate PLCs. The instructional technologist will be responsible for supporting teachers in the implementation of technology in the classrooms and overseeing the providers of any technological services. The principal will be responsible for overseeing the project coordinator and the instructional coaching staff. The curriculum director is responsible for overseeing the alignment of the district adopted curriculum to the PLC trainers and other academic service providers. The DCSI will also oversee the project coordinator to make sure that the 60-day reviews are conducted and the appropriate reviews are taking place. The processes our campus will use to measure and monitor providers are as follows: Generate a report on student academic, behavioral, and attendance data as well as teacher performance data for our monitored populations. Documentation will be made on this report that specifies the particular service provider/s that supports the particular initiative reflected by the data. The data will then be reviewed for patterns of growth in predetermined goals for student success. These findings will be documented on a spreadsheet and shared with the principal, the DCSI, and the teacher leaders. If no growth is found during this review, additional data will be gathered through surveying teachers on the level of implementation or fidelity to a particular product or service. With these results the provider will be informed of our campus's needs. After another 30 days, another review will be conducted. If no growth occurs within this period of time, our campus will be in the process of removing the provider and selecting a new one. The corrective actions to add additional supports utilized to improve a provider's performance are: If upon the 60 day review student or staff data reveal an adverse risk to student achievement, the principal, curriculum director, and teacher leaders will be informed of the deficit. The provider will be contacted about the issue. Teachers will also be surveyed to determine if the issue stems from poor implementation from the campus. At this point, the project manager and the service provider will develop a plan to address the issue. This plan will be documented on the data review sheet. The plan will be implemented, the students or teachers will be monitored, and performance will be reviewed in 30 days. If after 30 days, the data shows no sign of improvement, the campus will begin the removal process. The sequence for the removal of a service provider is as follows: There will be an initial 60-day review of a service being provided. If upon this review the data reveals that the provider is ineffectual, therefore, posing a threat to student success, an improvement plan will be developed between the campus and the provider. After 30 days of implementing this plan, the provider will undergo another review. If no growth is found upon this review, the principal, superintendent, curriculum director, and teacher leaders will be notified about the lack of progress. As a team, this committee will perform a risk assessment of continuing services with this provider. If the committee finds it more advantageous to remove the provider, the provider will be notified of either a discontinuation of services or a non-renewal, whichever our service contract allows.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Conduct 60-day reviews of teacher lesson plans and assessment data to ensure that the TEKS RS curriculum is being implemented with fidelity and is having the intended impact on student achievement.
2.	Train new staff members and refresh returning staff members on the implementation procedures for our school wide "response-to-intervention" model and the "Get It Together" parent involvement component of that model.
3.	Hire instructional coaches to provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students in identified low performing populations
4.	Establish smaller learning communities with the aid of interventionists for At-Risk students who are failing to meet academic standards or make adequate grade-appropriate academic progress.
5.	Construct a data wall as an early-warning system to identify students who may be at risk of failing and who are not making academic progress.
6.	Create financial incentives, based on a merit system that encourages staff involvement, recognizes various levels of accountability and rewards academic success.
7.	Train staff and teachers on the T-TESS evaluation system to offer a rigorous, transparent, and equitable evaluation system for teachers that takes into account data on student growth.
8.	Provide staff ongoing, high-quality, job-embedded professional development through the local service center, contracted service providers, and instructional coaches.
9.	Provide high-quality leadership training through the local service center, contracted service providers, and instructional coaches.
10.	Use data gathered weekly from the data wall, PLC meetings, and progress monitoring programs to identify and implement an instructional program that is research-based and vertically aligned.
11.	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction.
12.	Establish a common planning time for teachers, interventionists, and instructional coaches to discuss student data in PLCs.
13.	Establish a schedule that provides students with an enrichment and intervention period to provide increased learning time.
14.	Contract with a community engagement service to support the middle school's transformational community and parent engagement efforts.
15.	Utilize the enrichment and intervention time to build relationships between students, faculty, and other school staff.
16.	Hire a behavioral facilitator to utilize positive behavioral supports in an environment that allows students to have daily contact with instructors so that off-campus suspensions are reduced.
17.	
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19.	
20.	

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rosebud-Lott Middle School has several ongoing activities and existing systems that are currently being used to improve our school. Each year, Rosebud-Lott sets up a data wall to track student progress. The data wall is the central component of Rosebud-Lott Middle School's RTI program. This data wall is rebuilt every year because we understand that the needs of our students change from year to year. Prior to the construction of the data wall, our teachers meet to look at the available student data. Academic, behavioral, attendance, and state assessment data are all reviewed in this meeting. Then the teachers discuss any patterns and trends revealed by the data. At this point, the campus sets goals for student achievement and builds the data wall based on those goals. Throughout the year, teachers plot pertinent students information after which students are identified as belonging to one of three performance groups: Flyers, Bubbles, and Climbers. Then teachers meet weekly to discuss data within these performance groups to plan interventions that meet the specific needs of these students. Although the data wall system is already in place, this grant will help us obtain products and services that can give us access to individual student data that we do not already have. With that information, we plan to use grant funds to provide training for teachers and administrators on how to implement research-based interventions specific to the needs of our various subpopulations, especially students belonging to the economically disadvantaged and at-risk populations. Because of the small size of our staff, effectively carrying out small group interventions has presented a challenge. With the aid of this grant, Rosebud-Lott Middle School intends to hire interventionists to fill this need. Additionally, Rosebud-Lott Middle School intends to hire instructional coaches to work with teachers on how to research and implement high-yield instructional strategies that will sustain after grant funds are gone. This model of professional development will suit our campus best since sending just one academic teacher to a training results in the loss of instruction for an entire department. An additional component of the data wall is a parental involvement component called "Get It Together." A "Get It Together" meeting is a meeting between a student and an educator in which they discuss each student's personal data and work together to set goals. The parents then become involved when the student takes the results of this meeting home to parents who are invited to offer feedback. Rosebud-Lott has had some success with this approach and would like to continue it. However, it is often difficult to find time to meet with every student. Therefore, our campus would like to use grant funds to hire a parent liaison to coordinate this initiative as well as other community involvement activities. Rosebud-Lott Middle School is always looking for high-quality professional development that will result in increased student achievement. We currently use PLCs, peer observations, and technology training as ongoing, job-embedded professional development activities. However, we have implemented these strategies with little guidance. Our data reveals that our campus needs specific training on activities like instructional rounds, PLCs, and distance learning to have the impact on students that we hope to see. Therefore, in addition to using grant funds to hire personnel, Rosebud-Lott will use the funds to provide quality, job-embedded professional development training to utilize our existing resources to more effectively create instructional programs that are rigorous and are aligned with state standards. Another source of data that Rosebud-Lott Middle School uses to ensure student success is the teachers' lesson plans. However, these lesson plans have never been reviewed to truly assess how closely they follow the state standards or the effect they have on student achievement. This year our campus plans to conduct 60-day reviews of lesson plans in order to affect teacher performance and student achievement. Teachers will also participate in a new evaluation system (T-TESS) in which lesson planning is a component of a teacher's evaluation. Even though grant funds will not pay for these activities, they will fund personnel and other activities that will free up campus resources so that these activities can be implemented. Rosebud-Lott Middle School also uses positive behavioral strategies to maintain a safe and orderly environment. We wish to expand that initiative by training new staff as well as hire a behavioral facilitator. We intend to train this person to utilize PBIS to work with students who have discipline issues in an effort to keep those students on campus so there is no subsequent loss of instructional time. As it stands, the middle school campus only has out-of-school suspension and DAEP a deterrent for misbehavior. Our data suggests that some students see these suspensions as a reward and continue to engage in disruptive behavior. Unfortunately, these placements result in a loss of instructional time. Therefore, RLMS would like to hire and train an individual in PBIS in an effort to extend this service to students who may make poor decisions. Finally, Rosebud-Lott Middle School currently offers very few advance courses to our students. With the help of grant funds, we would like to utilize our existing technology resources to create a sustainable program that provides students with more accelerated course options.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Todd Williams

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	Hiring of a new principal
Description of the modification:	The assurances for the transformation model stipulate that our campus must "replace the principal who led the school prior to commencement of the transformation model." Our campus intends to modify this provision by continuing to employ the same principal who led the middle school campus prior to this grant.
How intent of the original element remains/will be met:  If the intent of the original element remains, how will it be met?	Instead of replacing the principal, Rosebud-Lott Middle School will provide training and support so the principal can manage both the middle and high school campuses effectively. The current principal has demonstrated the ability to implement positive behavioral procedures that have positively affected Rosebud-Lott Middle School. In 2011-2012, there were 84 total discipline infractions (56 out-of-school suspensions, 21 in-school suspensions, 4 DAEP placements, 3 school detentions); in 2012-2013 there were 63 total discipline infractions (55 out-of-school suspensions, 0 in-school suspensions, 8 DAEP placements, 0 school detentions); and in 2013-2014, there were 9 total discipline infractions (9 out-of-school suspensions, 0 in-school suspensions, 0 DAEP placements, 0 school detentions). After adopting the high school campus, middle school disciplinary infractions rose to 37 total discipline referrals, with 22 suspensions, and 4 DEAP placements, which further supports the middle school's need for an on campus suspension facilitator. The current principal has also demonstrated the ability to increase academic achievement through supporting systematic progress monitoring procedures, and professional development activities as evidenced by Rosebud-Lott's current 2015 Accountability Summary report in which the middle school exceeded the target score in all four academic indices as well as earning two academic distinctions.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Rosebud-Lott Middle School is piloting the Texas Teacher Evaluation and Support System (T-TESS), which is a new evaluation system designed to support teachers in their professional development and help them grow and improve as educators. The T-TESS has three measures of teacher effectiveness, observation, teacher self-assessment, and student growth. Student growth accounts for 20% of the participating teacher's evaluation. Student growth measures how much a student progresses academically during his or her time with a particular teacher. The student's entering achievement level is measured against how much the student has grown academically over the academic year. Student growth data will be used as information that will help to inform teachers about their strengths and potential areas of focus for professional development.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The observation component of T-TESS is weighted at 70%, which uses the following criteria to assess professional practice: The teacher designs clear, well-organized, sequential, best-practice lessons that align with standards and are appropriate for diverse learners; uses various measures for student progress; uses student data to inform instruction; exhibits a thorough knowledge of students and best practices; ensures high learning levels, social-emotional development and achievement; plans engaging, flexible lessons to encourage higher-order thinking, persistence and achievement; supports academic and social-emotional success; designs and executes lessons aligned with state standards, related content and student needs; clearly communicates persistence, deeper learning and effective effort; differentiates instruction to align to student needs; collects, analyzes, and adjusts student data as needed; creates a safe, and orderly classroom; sets and maintains clear expectations for behavior; leads a respectful, collaborative, and actively engaged classes; meets expectations for all professional responsibilities; reflects on practice, enhances the professional community, demonstrates leadership with all stakeholders through communication and outreach.
Describe how the evaluation system was developed with teacher and principal involvement:	The superintendent in conjunction with all of the campus principals met with Rosebud-Lott's teaching staff to discuss the launch of the Texas Teacher Evaluation and Support System (T-TESS). The administration held a meeting to obtain teacher feedback about the potential benefits of utilizing this system to improve instructional practices, offer more meaningful professional development, and strengthen the school community. Teachers were allowed to pose questions and voice concerns about the shift to a new evaluative tool. Because this new tool is a pilot program, Rosebud-Lott Middle School teachers and the principal will work together to develop the procedures and processes that will be implemented on our campus.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>Rosebud-Lott Middle School has created a teacher incentive pay model based on these measurable criteria: Teacher Quality, Teacher Accountability, Employee Growth and Collaboration, Employment as a Math or Science Teacher, and Student Academic Performance.</p> <p>These criteria have been selected to reward teachers for their contributions to the betterment of our students, to foster an environment of collaboration versus competition, and to prevent both student and employee evaluation inflation.</p> <p>A credit system has been established in order to reward teachers and campus employees for their individual levels of accountability, contributions, and years of service. The credit system is also designed to encourage teachers and employees to become more involved in the middle school and to better themselves through collaboration, independent study, and higher education.</p>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Teachers who are struggling to improve professional practice are given several opportunities to improve. These opportunities include intervention strategies such as requiring teachers to work with instructional specialists from the local service center and requiring teachers to attend professional development activities as mandated by the principal.</p>
Describe the criteria established for educator removal:	<p>Once a teacher has exhibited poor performance or an inability to carry out his or her professional duties, several steps are taken to determine if that educator should be removed from the campus. First, the principal documents evidence of the teacher's performance in class. After collecting this documentation, the principal offers suggestions for professional development or corrective action. The principal then follows up with the teacher to collect evidence that the suggestions or corrective actions have been followed. After at least three accounts of poor performance, a formal conference is held with the teacher to develop a plan to correct the issue. If the teacher makes no effort to improve or the teacher fails to incorporate the corrective steps outlined in the plan, the teacher and principal will meet with the superintendent to discuss further action. If improvement still has not been made, the principal will make a recommendation for non-renewal of contract at the end of the academic year.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a TEXAS STATE-DESIGN model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>N/A</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	<p>N/A</p>
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	<p>N/A</p>

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	N/A
<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	N/A
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

***Academic Performance/Improve the Instructional Program***

## Planned Intervention

## Period for Implementation

1.	Conduct 60-day reviews of teacher lesson plans and assessment data to ensure that the TEKS RS curriculum is being implemented with fidelity and is having the intended impact on student achievement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Train new staff members and refresh returning staff members on the implementation procedures for our school wide "response-to-intervention" model and the "Get It Together" parent involvement component of that model.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Hire instructional coaches to provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students in identified low performing populations: i.e. students with disabilities, students who with limited English proficiency, At-Risk students, and economically disadvantaged students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Train personnel to use and integrate existing and new technology-based supports and interventions as part of the instructional program.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Offer opportunities during the school year as well as in the summer for students to enroll in high school accredited or advanced coursework like Algebra I and foreign languages by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Establish smaller learning communities with the aid of interventionists for At-Risk students who are failing to meet academic standards or make adequate grade-appropriate academic progress.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Construct a data wall as an early-warning system to identify students who may be at risk of failing and who are not making academic progress.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

*Increase Teacher Quality*

## Planned Intervention

## Period for Implementation

1.	Create financial incentives, based on a merit system that encourages staff involvement, recognizes various levels of accountability and rewards academic success in an effort to offer opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in this school.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Institute instructional rounds a system for measuring changes in instructional practices resulting from professional development.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Train staff and teachers on the T-TESS evaluation system to offer a rigorous, transparent, and equitable evaluation systems for teachers that takes into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Implement a merit system to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Provide staff ongoing, high-quality, job-embedded professional development through the local service center, contracted service providers, and instructional coaches that aligns with the tenets of this transformation model and its established goals.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Increase Leadership Effectiveness***

**Planned Intervention****Period for Implementation**

1.	Train staff superintendent on the T-TESS evaluation system to offer a rigorous, transparent, and equitable evaluation system for the principal that takes into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Implement a merit system to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Provide high-quality leadership training through the local service center, contracted service providers, and instructional coaches that aligns with the tenets of this transformation model and its established goals.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Hire a project manager to facilitate grant activities.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:

***Increase Use of Quality Data to Inform Instruction***

## Planned Intervention

## Period for Implementation

1.	Use data gathered weekly from the data wall, PLC meetings, and progress monitoring programs to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students through weekly PLC meetings and conferences with instructional coaches and interventionists.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Train staff to use data generated from technology-based supports and interventions as part of the instructional program.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Establish a common planning time for teachers, interventionists, and instructional coaches to discuss student data in PLCs.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Implement a system that surveys and tracks student performance based on learning style or modality to offer another data point on which to base interventions.	<input type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

*Increase Learning Time*

## Planned Intervention

## Period for Implementation

1.	Establish a schedule that provides students with an enrichment and intervention period to provide increased learning time.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Offer high school accredited courses during the summer for middle school students.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:

*Increase Parent/Community Engagement*

## Planned Intervention

## Period for Implementation

1.	Contract with a community engagement service to support the middle school's transformational community and parent engagement efforts.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Hire a part-time parent liaison to organize the middle school's transformational community and parent engagement efforts.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Hire a part-time middle school counselor.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 073-905

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:*****Improve School Climate*****Planned Intervention****Period for Implementation**

1.	Utilize the enrichment and intervention time to build relationships between students, faculty, and other school staff.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Train staff to implement positive behavioral supports as well as bullying and student harassment prevention.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Hire an in-school suspension facilitator to utilize positive behavioral supports in an environment that allows students to have daily contact with instructors so that off-campus suspensions are reduced.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

## Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 073-905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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